Initial and Signature Page

Initials: Division Chair _____ Registrar_____ Teacher Education Chair _____

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Division:
Record of vote: _____ Approve _____ Disapprove _____Abstain

_____   _____

Division Chair   Date

Reason(s) for disapproval: _____
_____
_____

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Teacher Education Committee:
Record of vote: _____ Approve _____ Disapprove _____Abstain
       _____ TE vote not required

_____   _____

Teacher Education Chair   Date

Reason(s) for disapproval: _____
_____
_____

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Curriculum Committee:
Record of vote: _____ Approve _____ Disapprove _____Abstain

_____   _____

Curriculum Committee Chair   Date

Reason(s) for disapproval: _____
_____
_____

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Faculty Association:
Record of vote: _____ Approve _____ Disapprove _____Abstain

_____   _____

Faculty Association President   Date

Reason(s) for disapproval: _____
_____
_____

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VPAA:
_____ Approve _____ Disapprove

_____   _____

VPAA   Date

Reason(s) for disapproval: _____
_____
_____

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University President:
_____ Approve _____ Disapprove

_____   _____

University President   Date

Reason(s) for disapproval: _____
_____
_____

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USAO Board of Regents:
_____ Approve _____ Disapprove

_____   _____

Chair, USAO Board of Regents   Date

Reason(s) for disapproval: _____
_____
_____

Procedure

1. The originating faculty member (OFM) works with department faculty and division chair to develop curriculum change (CC).[1]
2. OFM sends CC to division chair, *then* to registrar, and *then* to chair of teacher education. Each person electronically initials and returns CC to OFM. This step is only to communicate that a change is being proposed.
3. OFM forwards CC to curriculum committee chair and to faculty association president.
4. Curriculum committee holds digital forum for faculty and staff for questions and discussion of CC. Faculty/staff are notified by e-mail about the forum. The forum lasts five business days.[2]
5. Division faculty vote on CC. Division chair records result of the vote, electronically signs CC, and forwards to chair of teacher education.
6. Chair of teacher education determines if vote by teacher education committee is required. If so, teacher education committee votes on CC. Chair of teacher education records result of vote or indicates that vote was not required, electronically signs CC, and forwards to chair of the curriculum committee.
7. Curriculum committee votes on CC. President of curriculum committee records result of vote and electronically signs CC.
8. Chair of curriculum committee presents CC to faculty association. Faculty association votes on CC. Faculty association president records result of vote, electronically signs CC, and forwards to vice president of academic affairs (VPAA).
9. VPAA determines approval of CC, electronically signs it, and forwards to university president.
10. The university president determines approval of CC, electronically signs it, and forwards to USAO board of regents. University president sends letter of intent (LOI) to chancellor of the state regents.
11. USAO board of regents votes on CC. Chair of the board of regents signs CC and returns to university president. University president forwards CC to state regents no earlier than one month after the LOI was submitted. If the change is substantive a vote is required by the state regents. If it is non-substantive, only notification to the state regents is necessary.[3]
12. Once approved by state regents, the University president contacts Academic Affairs. Academic Affairs contacts OFM, registrar, and division chair about approval.
13. Registrar updates changes in Jenzabar and verifies updated checksheet. Registrar forwards verified checksheet to C&M who updates the checksheet on the website.
14. OFM works with administrative assistant to VPAA to update course catalog. CC record is held in the office of VPAA for 5 years. After 5 years it is relocated to university archives in Nash library.

[1] A curriculum change will take approximately two months to complete the cycle of approvals within the university and another 6 months to be approved by the state regents. However, that time may be longer based on the date when the proposal is initially submitted, the timing of regents' meetings, and the level of completeness of the proposal.

[2] It is the responsibility of the OFM to incorporate text of any agreed upon changes to the original proposal, as they see fit, based on comments from the faculty forum period in step 4. The division chair will review the revised proposal to verify that the text was altered accurately.

[3] A substantive change is a change in what students must complete to graduate (# of hours, deleting/adding a required course, changing admission requirements). A non-substantive change does not change what students must complete to graduate (adding/removing an elective, changing a course prefix or title, changing a course #)

Originating Faculty Member _____   Date _____

     Department: _____ _____

     Division: _____

     Proposed Course #: _____

     Proposed Course Title: _____

     Has your program undergone a program review within the last 5 years?   yes   no

Append the following:
- A.   Course description.
- B.   Justification for the new course.
- C.   Sample course syllabus.
- D.   If this is a resubmission of a previous curriculum change, include a description of the changes that have been made to the proposal.

SAMPLE SYLLABUS
Young Adult Literature

Instructor

Dr. Shelley Rees
E-mail: srees@usao.edu
Phone: (405) 574-1244
Office hours: M-R 1-2:15 (Davis 222c)

Course Description

Students will familiarize themselves with literature written for and marketed to readers aged 13-20 by studying novels, short stories, poetry, graphic novels, multimedia, and critical articles. Film and television may also be included. We will read and discuss diverse YAL themes including sex and gender, ethnic and cultural identities, race and class, war, friendship, coming of age, parent-child conflict, dystopic and apocalyptic narratives, religious diversity, and mental and emotional health. Professional and pedagogical readings will address strategies for implementing literary units in the secondary classroom, including objectives, assessment, and trauma-informed pedagogies.

Course Texts

Primary texts will change every rotation to reflect current trends in YAL publishing and secondary classroom curricula. Texts will reflect diversity of genre and topic.

Course Objectives

- To engage and critique a variety of young adult texts of diverse genres
- To understand and facilitate reading as part of the social, emotional, and intellectual experiences of adolescents
- To recognize ways in which reading is constituted for young people by cultural norms of race, class, gender, and sexuality
- To examine how current literary theories inform the teaching of young adult literature
- To enter and contribute to critical and professional conversations in literature and pedagogy
- To collect professional resources for use in candidates' careers as secondary ELA educators
- To expand secondary candidates' ability to select appropriate readings for their ELA classrooms

Assessment

10% -- Class participation: These are the easiest points to get. Show up and contribute meaningfully during class.

45% -- Canvas Discussions and Assignments

45% -- Major Project, Choose from:

1. Literary Analysis Paper (for **non-certification seekers**): 2-page proposal + 6-to-8-page final paper. This paper should follow the standards of literary scholarship, using theory and research to analyze a text from our syllabus *as a text*.

2. Pedagogical Analysis Paper: 2-page proposal + 6-to-8-page unit plan for a text or texts from our course. You will approach this paper as a teacher and a scholar, so the paper should include pedagogical rationale and analysis.

Alignment with NCTE/CAEP (2012 Standards)

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students' comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students' opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.